

Section B - School Year and Day

B-101 School Year

For reporting purposes, the school year is defined as the period of time between July 1 and June 30. However, summer graduates (graduating before August 15) are counted in the school year just finished. For example, if a student graduates before August 15, 2005, he or she is counted as a 2004-2005 school graduate. Summer school promotions which occur before August 15 are included in the previous year's promotion rate.

The following information is provided to assist you in establishing the instructional day for your schools.

1. Membership and Attendance accounting for each student will be on the basis of the amount of time a student is enrolled for an instructional day. For schools that do not utilize a schedule based on *periods*, a student who is enrolled for the entire day would be 1.0 ADM.

Equal length periods: If the standard student day for a school consists of six 60-minute periods (excluding lunch), and the student is scheduled for all six periods, that student will be counted in membership for 6/6 of the day or 1.0 ADM. The student scheduled for only four periods will be counted in membership for 4/6 of the day or 0.6667 ADM. If the standard student day for a school consists of four 90-minute periods (excluding lunch), and a student is scheduled for two periods, that student will be counted in membership for 2/4 of the day or 0.5000 ADM.

Unequal length periods: If the standard student day for a school consists of six periods, four 45-minute periods and two 90-minute periods, 360 minutes (excluding lunch), and a student is scheduled for all 6 periods, that student will be counted in membership for 6/6 of the day (360/360) or 1.0 ADM. The student scheduled for only four periods, three 45-minute periods and 1 one 90-minute period (225 minutes), will be counted in membership for 0.6250 ADM or 225/360.

In no case is a student authorized to be counted as more than 1.0 ADM or ADA.

2. Class change time of reasonable length will be considered a part of the instructional day and can or cannot be included in the calculation.
3. The amount of time allowed for lunch should be excluded from the calculation of the instructional day. If homeroom is scheduled it is considered instructional time. (Rev. 2006-07 SY).
4. The resulting denominator used to calculate the instructional day may vary from one school/system to another because of class schedule configurations or other reasons. It is important to note, however, that the denominator used in the calculation will never be smaller than the numerator. No more than one day of instructional time will be funded for any given school day regardless of the length of the day.
5. The calculation of ADA is unchanged except in the case of partial students in grades 9-12. ADA must be equal to or less than ADM for partial students. In no case can ADA be greater than ADM.

B-102 Abbreviated Days

1. School systems may schedule any three of the 180 instructional days as abbreviated days. These dates shall be specified on the 200 Day Accountability Report. The dates of these abbreviated days must be approved by the local board of education
2. Since the state minimum day is six-and-one-half hours for grades 1-12 and four hours for kindergarten students, any time less is considered an abbreviated day.
3. Students not in school on any day for at least half the time for which they are enrolled should be considered absent for state reporting. This includes students not in school half the abbreviated day. If students are dismissed from school, determination of whether the day can be counted as a full instructional day is based on the earliest class in session within your system. Example: School is in session and the students are released due to snow at 10:30. The earliest class started at 7:00 AM at the high school. Therefore the entire system is credited for an instructional day because some students were in class for the minimum 3.5 hours.

B-103 Use of Stockpiled Days for Extreme Circumstances

1. A system that has a school day exceeding six-and-one-half hours by at least 30 minutes throughout the entire school year and that notifies the State at the beginning of the school year on the 200 Day Accountability Report and on the Superintendent's Monthly Student Membership/Attendance Report that they are stockpiling, may apply the extra accumulated 30 minutes toward a maximum of 13 instructional days missed because of dangerous or extreme weather conditions. Unused excess time cannot be applied to the following year. **[Tennessee Code Annotated § 49-6-3004(e)]** Upon approval of the commissioner the excess instructional time may be used in case of natural disaster, serious outbreaks of illness endangering students or staff, or dangerous structural or environmental conditions rendering a school unsafe for use. On the day of dismissal the director must submit to the Commissioner a request for permission to use stockpiled days for this purpose. This request should be via fax and on official letterhead.

In computing the excess time, only those 30 minutes above the usual six-and-one-half hour day may be accumulated. If the system has a seven-hour school day, then it may accumulate just over 13 days in a year: 30 minutes multiplied by 180 days equals 90 hours; 90 hours divided by 6.5 hours equals 13.8 days. However, only 13 days can be applied.

The system will have to account for 180 instructional days even though up to 13 of these 180 days may be excess time days. **These 180 days must be on or within attendance start and attendance end dates. Stockpile professional development dates scheduled prior to attendance start or after attendance end will not be substituted for an instructional day.** School calendars are to be filed with the State Department of Education, Office of Resources and Support Services, as calendars are amended. Adjustments to the calendar result in the ninth funding period being less than twenty days. Student instructional time must include the excess time accrued. No advance permission is needed to stockpile.

2. The term instructional day (**for the purposes of this section**) includes lunch period, activities period, assembly period, recess period, etc. However, a school system may not develop a local schedule that creates a seven-hour pupil day by simply adding a half hour of study hall to the regular school program in order to make up time.

3.
 - a. **This law will be applied to the system as a whole, not to individual schools. All schools in the system must have at least a seven-hour day before the excess time will count.** All schools in the system must be closed by the inclement weather, and the make up days applied to all.
 - b. In circumstances where an unsafe condition occurs in only one school, an exception will be made. Possible situations include flooding, black mold, electrical outages, etc. The commissioner must approve all exceptions. (Rev. 2006-07 SY)
4. The system shall determine the procedures for determining when the weather is so dangerous or extreme as to require the closing of schools.
5. Each monthly membership/attendance report must be a 20-day period, with the exception of the ninth month. The ninth month may vary from 20-day reporting due only to emergency school closings for dangerous or extreme circumstances.

B-104 Stockpiling for Professional Development

School systems and schools may provide for professional development during the school day under one of the following options:

1. **School systems.** School systems that elect at the beginning of the year to extend the school day to at least seven hours for the entire year for the purpose of meeting instructional time requirements missed due to dangerous or extreme circumstances, may allocate a portion of the time documented for the purpose of early student dismissal for faculty professional development, as permitted in **Tennessee Code Annotated § 49-6-3004(e)(1)**, under the following conditions:
 - a. Prior to the beginning of the school year, the school system shall designate how many days shall be allocated for dangerous or extreme circumstances and how many shall be allocated for early student dismissals for faculty professional development. The combined total number of days shall not exceed 13.
 - b. Faculty professional development shall be consistent with standards and guidelines established by the State Board of Education.
 - c. School systems shall submit their plans for the allocation of excess time for faculty professional development to the Commissioner of Education for approval.
2. **Schools.** School systems may adopt policies providing for individual schools to have school days of at least seven hours in order to accumulate instructional time to be used for periodic early student dismissals for the purpose of faculty professional development. The following conditions shall apply to school systems exercising this option:
 - a. Students shall be scheduled to attend school a minimum of 180 days.
 - b. Faculty professional development shall be consistent with standards and guidelines established by the State Board of Education.

Tennessee Code Annotated § 49-1-302 and § 49-6-3004

B-105 Procedures for Make-Up Days

In order to protect the integrity of instructional time and the legislative intent to have a minimum of 180 days classroom instruction, the following options are available for making up days lost due to the closing of schools for emergencies:

1. Reduce time scheduled for spring break.
2. Extend the school year (the school year may legally be extended to June 30).
3. Schedule classes on Saturdays.
4. Increase the length of school day by a minimum of 30 minutes for a period adequate to accumulate the equivalent of the days lost.

(Note: Options 3 and 4 should be considered only as a last resort for making up days missed.)

The state minimum school day of 6 1/2 hours applies in all cases.

B-106 Mid-Term and Final Exam Accounting Procedures

In order to protect the integrity of the mandatory 180 instructional days, a school system may consider one of the following options:

1. Utilize the one, two, or three allowable abbreviated days for mid-term or final examinations if the 180 day instructional calendar does not reflect three abbreviated days elsewhere.
2. Schedule mid-term or final examinations during regularly scheduled class periods over a multiple-day testing schedule.
3. Extend the 180 instructional days to accommodate mid-term or final examinations. For example, if a school system requires two days for mid-term or final examinations, the instructional days must be extended to 182 days.
4. Utilize one or more of the five discretionary days to accommodate mid-term or final examinations. Use of the discretionary days must be described on the 200-Day Calendar /Accountability Report.

B-107 Pre-Kindergarten

1. School systems may elect to use staggered (flexible) scheduling for Pre-K classes at the beginning of the new school year. Staggered (flexible) scheduling is where Pre-K students are transitioned into the Pre-K program by scheduling small groups of children to attend school during the first 5 days of school. Staggered (flexible) scheduling may also include home visits for a maximum of 5 days. Home visits may occur at the beginning of the school year or at other times deemed appropriate and/or necessary by the school system.
2. School systems may operate Pre-K classes on a staggered (flexible) schedule during the first 5 days of school to accomplish the following goals:

- a. to make home visits to ease the transition into the Pre-K classroom
- b. to provide a smooth transition from home to school for Pre-K children and families
- c. to provide one-to-one and small group time for teachers and children to get acquainted with each other and the school routine.

Systems using a staggered schedule will stagger the attendance of children during these flexible days and count those children present who are not scheduled to attend. Children who are scheduled to attend on any given day and who are absent on that day shall be counted absent.

3. TN Voluntary Pre-K Scope of Services as guided by TCA 49-6-101 and State Board of Education Rules, Regulations, and Minimum Standards states that the Pre-K Program will:
 - a. provide appropriate educational activities for a minimum of five and one-half hours per day or 330 minutes (exclusive of nap time), five days a week, for a minimum of 180 student days. *
**Special Education, locally and federally funded classes may have different requirements for the length of the school year and day.*
 - b. provide a preschool calendar that includes 200 working days of a minimum of seven and one half hours for teaching staff with a maximum of 10 holidays as a part of the 200 day calendar.
4. To be counted present, a Pre-K child shall attend 50% of the scheduled day.

(Rev.2006-07 SY)

B-108 Kindergarten

1. School systems may elect to use staggered (flexible) scheduling for kindergarten classes by policy of the local board of education. Staggered (flexible) scheduling is where Kindergarten students are separated into groups (usually alphabetically) and scheduled for school registration on different days during the first ten days of school.
2. School systems may operate kindergarten classes on a flexible schedule only during the first ten days of school to accomplish the following goals:
 - a. to provide a smooth transition from home to school for kindergarten students;
 - b. to provide one-to-one time for teachers and students during the first critical weeks of school; and
 - c. to efficiently implement the Pre-First Grade Screening Program.

Systems using flexible scheduling will stagger the attendance of students (Kindergarten only) during the first ten days and count those students present who are not scheduled to attend. Students who are scheduled to attend on any given day and who are absent on that day shall be counted absent.

3. **Tennessee Code Annotated § 49-6-201 and State Board of Education Rules, Regulations and Minimum Standards 0520-1-3-.02** state that the Kindergarten day shall

be not less than four hours per day, operating five days a week. This program shall coincide as nearly as practical with the school term of the local school system.

4. Double sessions in any kindergarten program are permitted only if each session is at least four hours in length. If one individual teaches kindergarten more than one session per day, the total number of students taught by that teacher in one day shall not exceed the number otherwise permitted by Tennessee Code Annotated § 49-1-104 for kindergarten class. [State Board of Education Rules, Regulations and Minimum Standards 0520-1-3-.02(1)(b)]
5. To be counted present, a Kindergarten student shall attend 50% of the scheduled day.
(Rev. 2006-07 SY)

B-109 Transition Classes

Transition classes are those classes composed of students who have not yet mastered the skills necessary for successful completion of the next highest grade level. Placement of a student in a transition class shall be viewed as a half-step promotion. Transition classes are used between K-1, 1-2, 2-3, 3-4, 4-5, 5-6, 6-7, and 7-8.

Students enrolled in a transition class will not show as retained students on annual school reports. This practice will allow consistency between the student report card, cumulative record, and membership and attendance accounting. For membership and attendance accounting purposes, the transition class will be counted in the higher of the two grades involved. For example, K-1 transition students will be counted in the first grade (K-1=T-1= 1st grade) 1-2 transition students will be counted in the second grade (1-2 =T-2= 2nd grade; and 2-3 students will be counted in the third grade (2-3 =T-3=3rd grade). The name of the student's homeroom teacher will identify transition classes.

B-110 Alternative Schools

An alternative school should be considered a short term intervention program designed to develop academic and behavioral skills for students who have been removed from the regular school program. [Tennessee Code Annotated § 49-6-3402 & State Board of Education Rules, Regulations and Minimum Standards 0520-1-2-.09] For state reporting purposes, any student enrolled in an alternative school must be coded as Remanded. No student may graduate based solely on enrollment in alternative schools. Instruction should proceed as nearly as practical in accordance with the instructional programs at the students' home school(s).

B-111 Night Schools

Local boards of education are authorized to establish and maintain night schools for persons who are over sixteen (16) years of age. Night schools fall under the same regulations as any other day school. [Tennessee Code Annotated § 49-6-501, § 49-2-203] SEE PUBLIC CHAPTER 200

B-112 Year Round Schools

Guidelines for year-round school are as follows:

The 200-day calendar should begin on or after July 1 and end by June 30.

1. Year-Round school plan must be submitted to the state four months prior to the start date on the application for grades K-8 or ten months prior for grades 7-12

2. School must be in session on December 1 to accommodate the Federal Census for Special Education.
3. Testing windows for State mandated tests for all grades will not be waived.
4. Year-Round schools must submit all required state reports.